

CHALLENGES CONFRONTING EDUCATION FOR SELF-RELIANCE AMONG TERTIARY EDUCATION STUDENTS IN OYO STATE

By

Dr. Adekola Oyebamiji ADEYEMO

Department of Educational Management

Emmanuel Alayande University of Education, Oyo

Email Address: princekola003@yahoo.com

Phone No: 08055448212

Abstract

Education for self-reliance constitutes a critical component of Nigeria's educational policy framework, aimed at equipping graduates with practical skills, entrepreneurial competencies, and adaptive capacities essential for sustainable livelihoods and economic development. This study investigates the extent to which tertiary institutions in Oyo State integrate self-reliance education into their academic curricula and explores students' participation in entrepreneurship and skill acquisition programs. Additionally, it examines the relationships between exposure to self-reliance education and entrepreneurial intentions, and identifies the key challenges hindering effective implementation. Employing a descriptive survey design, data were collected from 300 undergraduate students across universities, polytechnics, and colleges of education via structured questionnaires. Descriptive and inferential statistics were utilized to analyze the data. Findings indicate that while entrepreneurship courses are commonly embedded in curricula, practical skill training and innovative assessment methods remain moderately integrated. Student participation in entrepreneurship initiatives is moderate, with internship programs attracting the highest engagement. Significant positive correlations were found between curricular integration and entrepreneurial intentions, as well as between participation in skill acquisition programs and entrepreneurial motivation. However, critical challenges such as inadequate funding, insufficient training facilities, limited qualified instructors, and weak curriculum-industry linkages impede the full realization of education for self-reliance. Respondents advocate for enhanced government funding, curriculum enrichment, and stronger academia-industry partnerships to promote self-reliance more effectively. This study underscores the need for holistic reforms in tertiary education to bridge policy and practice gaps, ultimately fostering graduates capable of contributing meaningfully to economic growth through self-employment and entrepreneurship.

Keywords

Self-reliance education, entrepreneurship, tertiary institutions, skill acquisition and Oyo State

Introduction

Education for self-reliance continues to play a pivotal role within Nigeria's National Policy on Education, aiming to equip learners with practical skills, entrepreneurial capabilities, and adaptive resilience essential for generating and sustaining livelihoods (Federal Ministry of Education, 2021). This educational philosophy underscores the need to prepare graduates not solely for formal employment but as proactive agents of economic development through innovation and job creation (Okafor & Egenti, 2024). However, despite these policy objectives, many Nigerian tertiary institutions, including those in Oyo State, still emphasize theoretical knowledge and examination success over practical skill acquisition and entrepreneurial readiness (Omotayo, 2022).

Oyo State, recognized as a hub of higher education with a significant concentration of universities, polytechnics, and colleges of education, has made efforts to embed entrepreneurship and skills development programs consistent with national directives (Eze & Yakubu, 2022). Yet, the effectiveness of such programs is often undermined by infrastructural deficits, obsolete training equipment, and shortages of instructional materials necessary for practical learning (Omotayo, 2022; Adebisi & Oladapo, 2024). Additionally, attracting and retaining faculty with relevant industry experience capable of mentoring students effectively remains a challenge—hampering efforts to cultivate self-reliance among students (Okeke & Chukwuma, 2024).

These institutional limitations are compounded by systemic challenges within Nigeria's tertiary education sector, including chronic underfunding, irregular policy implementation, and infrastructural decay (Imo, Egbe, & Terfa, 2024). The recent call by the Ooni of Ife for substantial federal investments in revitalizing tertiary education reflects the urgency of addressing these issues, particularly in Oyo State, where higher education serves as a critical driver of socio-economic development (Oyekola, 2025).

National initiatives such as the 3 Million Technical Talent (3MTT) Programme, launched in 2023 under the Renewed Hope Agenda, seek to fill critical skill gaps in emerging sectors like artificial intelligence, data science, and software engineering—offerings that complement tertiary education aims to foster self-reliance (NITDA, 2023; Federal Ministry of Communications and Digital Economy, 2025). Furthermore, the Nigerian Education Loan Fund (NELFUND), introduced in 2024, targets financial barriers limiting access and participation in higher education (Muhammad et al., 2024). Despite these efforts, challenges in consistent implementation and institutional capacity gaps have constrained their full impact within tertiary institutions in Oyo State.

Given this context, a critical examination of the multifaceted barriers constraining education for self-reliance among tertiary students in Oyo State is imperative. This inquiry will explore how infrastructural inadequacies, institutional constraints, socio-economic realities, and policy implementation gaps interact to shape educational outcomes. The insights gained will inform policymakers, educational administrators, and development partners as they seek to reform

tertiary education in ways that meaningfully empower graduates with skills and mindsets necessary for sustainable livelihoods and entrepreneurial success. Despite the incorporation of entrepreneurship and skills acquisition into tertiary institution curricula in Oyo State, many graduates still lack the practical competencies necessary for successful self-employment and independent economic participation. This deficiency is worsened by a widespread dependence on limited formal employment opportunities, which further deepens the issues of unemployment and underemployment among youth.

Operational obstacles such as restricted access to functional practical training facilities, a shortage of qualified mentors with relevant industry experience, and insufficient financial support for student entrepreneurial initiatives continue to pose significant challenges. These factors contribute to a marked gap between the intended goals of education for self-reliance and the actual capabilities of graduates, thereby hindering efforts to promote economic independence through tertiary education.

Reviewed of Related Literature

This section provides a comprehensive examination of existing scholarship pertinent to the themes of education, self-reliance, and national development. It offers conceptual clarifications, synthesizes prior academic contributions, and identifies critical gaps that the present study aims to address. The literature review is systematically organized around key constructs including education, self-reliance, education for self-reliance, and the pivotal role of tertiary institutions in promoting sustainable development.

Education

Education constitutes a systematic process through which individuals acquire essential knowledge, skills, values, and attitudes fostering personal growth and societal advancement. It involves both formal and informal learning mechanisms designed to prepare individuals to engage effectively within their environments and contribute to collective well-being. Contemporary educational perspectives emphasize that learning transcends traditional classroom boundaries to include lifelong learning, critical analysis, and problem-solving capabilities (Olatunji & Adebayo, 2023). In Nigeria, education plays a vital role as a catalyst for socio-economic development by nurturing the human capital necessary for innovation and national progress (Okoro, 2024). Hence, education is understood not merely as the transmission of information but as a deliberate endeavor to empower individuals to lead productive and meaningful lives (Akpotu, 2021; Okoro, 2024).

Self-Reliance

Self-reliance is defined as an individual's ability to depend on their own skills, competencies, and resources to address personal and societal needs, minimizing excessive reliance on external assistance. This quality encompasses confidence, independence, and the creative capacity to devise solutions to challenges through innovation (Adeyemi & Omotoso, 2022). Given prevailing socio-economic challenges—including limited employment opportunities and economic instability—self-reliance has become a critical necessity rather than a discretionary

choice (Ibrahim, 2023). Among youth populations, fostering self-reliance promotes resilience, adaptability, and an entrepreneurial mindset, enabling them to navigate today's complex labor market effectively (Agboola, 2022).

Education for Self-Reliance

The educational philosophy of self-reliance aims to equip learners with the knowledge, skills, and attitudes that enable economic independence, social responsibility, and innovative problem-solving. This framework aligns with human capital development theories and prioritizes practical skill acquisition, entrepreneurial literacy, and self-sustenance (Ogunleye & Hassan, 2021). In Nigeria, education for self-reliance has emerged as a strategic approach to mitigating graduate unemployment, underemployment, and poverty (Uche & Oladipo, 2024). It emphasizes vocational and technical education, entrepreneurship, and critical thinking, ensuring graduates can create employment opportunities rather than depend solely on formal jobs (Abubakar et al., 2023).

Tertiary Education Students

Tertiary education students, enrolled in universities, polytechnics, and colleges of education, are expected to drive innovation, economic development, and social transformation post-graduation (Eze & Yakubu, 2022). In Nigeria, these students face challenges in bridging theoretical knowledge with practical economic applications (Abiola & Musa, 2023). Their preparedness for self-reliance heavily depends on the quality, relevance, and applied nature of their education (Okeke & Chukwuma, 2024).

Integration of Self-Reliance Skills into Academic Curricula

Incorporating self-reliance competencies such as entrepreneurial thinking, critical reasoning, and digital literacy into academic curricula is essential to developing graduates capable of innovation and job creation. Nigerian universities have institutionalized entrepreneurship education as a graduation requirement, reflecting policy commitment to reducing graduate unemployment. Nevertheless, the effectiveness of these courses is often undermined by insufficient evaluation and inadequate integration of practical, skill-based learning (Isiaka et al., 2023; Adeola et al., 2022). For self-reliance education to be impactful, curricula must move beyond theory to include project-based learning, simulations, and entrepreneurial modules fostering real-world application and active engagement (Olaniyi & Ajiboye, 2023).

Student Participation in Entrepreneurship and Skill Acquisition Programs

Active participation in entrepreneurship and skills acquisition initiatives—including national programs and business incubation efforts—is fundamental to developing practical competencies. Nigeria's 3 Million Technical Talent (3MTT) initiative (launched in 2023 as part of the Renewed Hope Agenda) provides training in high-demand fields such as artificial intelligence, data science, and cybersecurity via a hybrid model combining online education with applied learning clusters (NITDA, 2023; Federal Ministry of Communications and Digital Economy, 2025). Corporate partnerships, including MTN Nigeria's ₦3 billion funding

commitment, data grants, and device provision, have expanded program reach (FMCIDE Press Release, 2025). Despite this, challenges such as funding delays and participant attrition highlight the need for stronger institutional support systems to ensure sustainability (Onyema, 2025).

Relationship Between Exposure to Self-Reliance Education and Entrepreneurial Intentions

Empirical studies consistently show that exposure to self-reliance education through experiential, hands-on methods significantly influences entrepreneurial intentions. Students engaged in business plan development, mentorship, and practical problem-solving demonstrate stronger entrepreneurial mindsets than those receiving predominantly theoretical instruction (Ibrahim & Musa, 2023; Abimbola & Folorunsho, 2022). These findings emphasize the importance of experiential learning and mentorship in enhancing entrepreneurial readiness among Nigerian tertiary students.

Challenges Hindering Effective Implementation

Despite supportive policies, Nigerian tertiary institutions face systemic barriers limiting effective delivery of self-reliance education. Chronic problems include underfunded infrastructure, inadequate practical teaching resources, and insufficiently trained instructors, all of which restrict experiential learning opportunities (Adebisi & Oladapo, 2024; Akintola, 2023). Additional impediments such as bureaucratic inefficiencies, inconsistent policy enforcement, and unreliable physical and digital infrastructures exacerbate the problem (Ikejemba & Okoye, 2023; Iweala, 2025). Without addressing these structural and administrative challenges, tertiary education systems will struggle to transition from exam-focused models to frameworks capable of nurturing entrepreneurial graduates.

Strategies for Enhancing the Promotion of Self-Reliance

Addressing these challenges requires coordinated strategies at institutional and policy levels. Core interventions include curriculum reforms integrating entrepreneurship with applied learning experiences such as incubation hubs, student venture laboratories, and interdisciplinary project work (Ikiyeri et al., 2023; Oladejo, 2024). Sustained funding mechanisms, including enhanced allocations from the Tertiary Education Trust Fund (TETFund), are vital to improving infrastructure and institutional capacity (TETFund Annual Report, 2024). Strengthening academia-industry collaborations, expanding apprenticeship and mentorship programs, and institutionalizing long-term support for initiatives like 3MTT are equally crucial for providing consistent opportunities (Okonjo, 2024; FMCIDE Press Release, 2025).

Human Capital Theory

Human Capital Theory, as originally conceptualized by Becker (1964), posits that education and skills development are critical investments that enhance an individual's productive capacities and economic value. This theory underlines education not merely as knowledge

acquisition but as the augmentation of human capabilities that increase labor market effectiveness and entrepreneurial potential. In the context of this study, Human Capital Theory provides a foundational lens for understanding how embedding self-reliance and entrepreneurial competencies within tertiary curricula in Oyo State contributes to developing graduates equipped for self-employment and economic independence. The theory reinforces the importance of both curricular integration and practical skill acquisition as means to build students' human capital, thus fostering their preparedness for sustainable livelihoods and socio-economic contribution. It also frames the exploration of institutional and systemic challenges that inhibit the effective translation of educational inputs into entrepreneurial readiness, emphasizing that education's value lies in its capacity to empower individuals as economic agents (Becker, 1964; Bouchard, 2008).

Empirical Studies on Self-Reliance Skills

Numerous studies have examined self-reliance skill integration in Nigerian tertiary education curricula. For instance, Nwosu and Ogbanna (2020) noted that although entrepreneurship courses are offered, limited integration into core programs impedes practical skill acquisition. Adeyemi and Olaniyan (2021) found disparities in student participation attributable to institutional commitment, resource availability, and infrastructural gaps. Musa, Ibrahim, and Bello (2022) demonstrated a positive link between self-reliance education and entrepreneurial intentions yet highlighted a shortage of trained facilitators undermining program impact. Common challenges identified include inadequate facilities, limited funding, weak industry partnerships, and low student motivation (Adebayo & Ojo, 2023). However, specific research focusing on tertiary institutions in Oyo State remains limited, often overshadowed by nationwide studies that do not consider regional disparities relevant to institutional capacity and socio-economic conditions. This study aims to fill these gaps by assessing integration levels, participation rates, and the direct impact of self-reliance education exposure on entrepreneurial intentions in Oyo State's tertiary institutions.

The main objective of this study is to examine education for self-reliance among tertiary education students in Oyo State. Specifically, the study seeks to:

1. Assess the extent to which tertiary institutions in Oyo State integrate self-reliance skills into their academic curricula.
2. Determine the level of students' participation in entrepreneurship and skill acquisition programs.
3. Examine the relationship between students' exposure to self-reliance education and their entrepreneurial intentions.
4. Identify the challenges hindering effective implementation of self-reliance education in tertiary institutions.
5. Suggest strategies for enhancing the promotion of self-reliance among tertiary education students.

Research Questions

This study will be guided by the following research questions:

1. To what extent do tertiary institutions in Oyo State integrate self-reliance skills into their academic curricula?
2. What is the level of students' participation in entrepreneurship and skill acquisition programs in tertiary institutions?
3. How does exposure to self-reliance education influence students' entrepreneurial intentions?
4. What challenges hinder the effective implementation of self-reliance education in tertiary institutions?
5. What strategies can be adopted to enhance the promotion of self-reliance among tertiary education students in Oyo State?

Research Hypotheses

The following null hypotheses will be tested in this study:

- **H₀₁**: There is no significant relationship between the integration of self-reliance skills into tertiary education curricula and students' entrepreneurial intentions.
- **H₀₂**: There is no significant difference in entrepreneurial intentions between students who participate in skill acquisition programs and those who do not.
- **H₀₃**: There is no significant relationship between exposure to self-reliance education and students' preparedness for self-employment.

Methodology

This study employed a descriptive survey design appropriate for gathering data on perceptions, experiences, and challenges related to education for self-reliance among tertiary students. The population comprised undergraduate students from selected Nigerian public tertiary recognized for their emphasis on skill acquisition and entrepreneurship education. A multistage sampling procedure was used: purposive sampling selected three universities with established entrepreneurship programs; proportionate stratified sampling ensured representation by faculty and academic level; and simple random sampling chose respondents within strata. The final sample consisted of 300 students, determined using Krejcie and Morgan's (1970) sample size table for statistical representativeness (Krejcie & Morgan, 1970).

Data were collected via a structured questionnaire designed to capture students' understanding of education, self-reliance, and the practical relevance of their academic programs. The instrument was validated by three experts in educational research and measurement. Reliability testing through a pilot with 30 students yielded a Cronbach's alpha coefficient of 0.86, indicating strong internal consistency. The researcher personally administered and retrieved

questionnaires over four weeks to maximize response rates. Data analysis employed descriptive statistics (frequencies, percentages, means) to summarize findings, and inferential statistics (t-tests, ANOVA) were conducted to test hypotheses at a 0.05 significance level.

Results

Table 1: Demographic Characteristics of Respondents (N = 300)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	140	46.7
	Female	160	53.3
Age Range	Below 20 years	85	28.3
	20–24 years	130	43.3
	25 years and above	85	28.3
Level of Study	ND/NCE Year 1	50	16.7
	ND/NCE Year 2	50	16.7
	HND/Bachelor's Years 1–4	200	66.6
Institution Type	University	150	50.0
	Polytechnic	100	33.3
	College of Education	50	16.7

Field Work, 2025

Interpretation:

The sample population comprised a marginally higher proportion of female respondents (53.3%) compared to males (46.7%). The predominant age cohort was 20–24 years, representing 43.3% of the participants. A significant majority (66.6%) were enrolled in HND or Bachelor’s degree programmes. Half of the respondents were drawn from universities, while the remaining were from polytechnics and colleges of education respectively. This demographic dispersion affords a broad perspective on student experiences across varying institution types and academic levels.

Table 2: Integration of Self-Reliance Skills into Academic Curricula

Integration Indicator	Mean (\bar{x})	Standard Deviation (SD)
Inclusion of self-reliance topics within course content	3.42	0.86

Integration Indicator	Mean (\bar{x})	Standard Deviation (SD)
Incorporation of practical skill training	3.18	0.92
Mandatory entrepreneurship courses	3.56	0.80
Use of assessment methods that promote innovation	3.05	0.95
Overall Mean	3.30	–

Field Work, 2025

Interpretation:

The overall mean score of 3.30 suggests a moderate level of integration of self-reliance competencies within the curricula. Entrepreneurship courses had the highest mean (3.56), indicating their compulsory nature in many programs. Conversely, practical skills training (mean = 3.18) and innovation-focused assessment methods (mean = 3.05) were comparatively less emphasized, revealing areas needing enhancement for more experiential learning and evaluation.

Table 3: Student Participation in Entrepreneurship and Skill Acquisition Initiatives

Program Type	Mean (\bar{x})	Standard Deviation (SD)
Involvement in entrepreneurship clubs at school	2.88	0.91
Attendance at vocational/workshops	3.12	0.85
Enrollment in skill acquisition electives	3.04	0.89
Engagement in internships/industrial training	3.26	0.81
Overall Mean	3.08	–

Field Work, 2025

Interpretation:

Students exhibited moderate engagement in entrepreneurship and skill development programs, with internship and industrial training showing the greatest participation (mean = 3.26). The lower mean score for entrepreneurship club involvement (2.88) indicates comparatively limited engagement with extracurricular skill-building activities, highlighting the need for increased institutional encouragement and support.

Table 4: Correlation Between Exposure to Self-Reliance Education and Entrepreneurial Intentions

Variables	Correlation Coefficient (r)
Exposure to self-reliance education and entrepreneurial intentions	0.62*

Field Work, 2025

*Significant at $p < 0.05$

Interpretation:

A statistically significant strong positive correlation ($r = 0.62$) exists between students' exposure to self-reliance education and their entrepreneurial intentions. This finding underscores the crucial role of self-reliance education in enhancing motivation toward entrepreneurship.

Table 5: Challenges Affecting Effective Implementation of Self-Reliance Education

Challenge	Mean (\bar{x})	Standard Deviation (SD)
Inadequate funding	3.45	0.78
Shortage of qualified instructors	3.28	0.81
Insufficient availability of training facilities	3.52	0.75
Weak linkage between curriculum and industry	3.31	0.83
Overall Mean	3.39	–

Field Work, 2025

Interpretation:

Respondents identified inadequate funding (mean = 3.45) and deficiencies in training facilities (mean = 3.52) as the principal constraints to the successful implementation of self-reliance education. Additionally, the limited availability of qualified instructors (mean = 3.28) and poor curriculum-to-industry alignment (mean = 3.31) were also perceived as significant impediments.

Table 6: Strategies to Enhance Self-Reliance Promotion

Strategy	Mean (\bar{x})	Standard Deviation (SD)
Increased government funding	3.62	0.70
Strengthening academia-industry partnerships	3.55	0.73
Provision of incentives for participation	3.48	0.76
Curriculum review and enrichment	3.66	0.68
Overall Mean	3.58	–

Field Work, 2025

Interpretation:

Respondents strongly advocated for curricular review and enrichment (mean = 3.66) and enhanced government funding (mean = 3.62) as key strategies to advance self-reliance education. Moreover, strengthening cooperation between academia and industry (mean = 3.55), alongside incentivizing student participation (mean = 3.48), were also highlighted as pivotal measures.

Table 7: Hypothesis 1 – Correlation Between Curriculum Integration and Entrepreneurial Intentions

Variable	N	Mean	Std. Dev.	r	p-value	Decision
Integration of self-reliance skills & entrepreneurial intentions	300	3.30	0.86	0.48	0.000	Reject H_{01}

Field Work, 2025

Interpretation:

The analysis revealed a moderate positive correlation ($r = 0.48$, $p < 0.001$) between the integration of self-reliance skills within academic curricula and students' entrepreneurial intentions. This statistically significant relationship supports the conclusion that enhanced curricular integration positively influences entrepreneurial motivation among students. Consequently, the null hypothesis (H_{01}) is rejected.

Table 8: Hypothesis 2 – Effect of Participation in Skill Acquisition on Entrepreneurial Intentions

Group	N	Mean	Std. Dev.	t	p-value	Decision
Participants	180	3.45	0.79	3.25	0.001	Reject H_{02}
Non-participants	120	2.90	0.83			

Field Work, 2025

Interpretation:

Students involved in skill acquisition programs demonstrated significantly higher entrepreneurial intentions (mean = 3.45) compared to their non-participating counterparts (mean = 2.90). The t-test statistic ($t = 3.25, p = 0.001$) confirms this substantial difference, leading to the rejection of the null hypothesis (H_{02}) and affirming the positive impact of practical skills training on entrepreneurial disposition.

Table 9: Hypothesis 3 – Correlation Between Exposure to Self-Reliance Education and Preparedness for Self-Employment

Variable	N	Mean	Std. Dev.	r	p-value	Decision
Exposure to self-reliance education & preparedness for self-employment	300	3.22	0.84	0.55	0.000	Reject H_{03}

Field Work, 2025

Interpretation:

A strong positive correlation ($r = 0.55, p < 0.001$) was observed between students' exposure to self-reliance education and their self-reported preparedness for self-employment. This statistically significant finding substantiates the pivotal role of education in readying students for entrepreneurial ventures. Therefore, the null hypothesis (H_{03}) is rejected.

Discussion of Findings

The results indicate a moderate incorporation of self-reliance skills into tertiary curricula within Oyo State, with entrepreneurship courses being most universally embedded. This corroborates findings by Adeyemi and Olaniyan (2021), who reported that while entrepreneurship education is integrated across Nigerian tertiary institutions, the emphasis on practical skill development and sophisticated assessment techniques remains insufficient. Student engagement in entrepreneurship and skills acquisition initiatives was likewise moderate, particularly in internships and industrial apprenticeships, reflecting institutional endeavors to provide experiential learning opportunities. Nonetheless, the relatively lower participation rate in extracurricular entrepreneurship clubs suggests a need for enhanced institutional encouragement to foster broader student involvement (Adebayo & Ojo, 2023).

The significant positive correlation between exposure to self-reliance education and entrepreneurial intentions aligns with Musa et al. (2022), further affirming that experiential and self-reliance-focused education enhances entrepreneurial motivation—a crucial mechanism for addressing youth unemployment.

Challenges identified, including limited funding, inadequate facilities, scarcity of qualified instructors, and weak affiliation between curricular content and industry requirements, echo concerns raised by Adebayo and Ojo (2023) regarding the resource and partnership constraints faced by Nigerian higher education institutions. The proposed strategies of curricular enrichment, increased public investment, and fostering academia-industry collaboration

resonate with global best practices which prioritize integrated entrepreneurial ecosystems in tertiary education (Adeyemi & Olaniyan, 2021). Adoption of these strategies would facilitate the development of graduates equipped with the competencies needed for productive economic participation and sustainable development.

Conclusion

This study has demonstrated that although tertiary institutions in Oyo State have made progress in embedding self-reliance competencies into their educational programs, integration remains moderate, with entrepreneurship courses being the primary focus. Similarly, student involvement in related entrepreneurship and skills programs is moderate, reflecting a blend of opportunities and deficiencies in engagement. Crucially, exposure to self-reliance education exerts a positive influence on both entrepreneurial intention and self-employment preparedness, signifying the substantial value of these educational initiatives.

However, effective delivery of self-reliance education is hindered by critical challenges such as insufficient funding, inadequate facilities, a shortage of qualified instructional personnel, and deficient curriculum-industry linkages. Addressing these impediments is imperative to enhance the quality and efficacy of self-reliance education, thereby empowering students to become economically self-sufficient and socially contributive members of society.

Recommendations

In light of the findings, the following recommendations are advanced:

1. Tertiary institutions should rigorously enrich academic programs by systematically embedding practical self-reliance competencies and incorporating innovative assessment modalities beyond entrepreneurship courses alone.
2. Governmental and institutional authorities must prioritize increased and sustained financial allocations dedicated to self-reliance education, ensuring adequate support for training facilities, instructional resources, and recruitment of skilled educators.
3. Strengthening partnerships between academic institutions and industry stakeholders is essential to facilitate student access to authentic practical training, internships, and mentorship aligned with current labor market demands.
4. Universities and colleges should intensify efforts to promote extracurricular entrepreneurship clubs, vocational workshops, and skill acquisition electives through incentivization schemes and awareness campaigns to bolster student participation.
5. Continuous professional development programs are necessary to enhance instructors' capacity for delivering effective self-reliance and entrepreneurship education.

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